

**APPENDIX A**

**NOTICE OF GRANT OPPORTUNITY**

**DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT  
HIGHER EDUCATION GRANT PROGRAM**

# **Notice of Grant Opportunity**

**DWIGHT D. EISENHOWER PROFESSIONAL DEVELOPMENT  
HIGHER EDUCATION GRANT PROGRAM**

**YEAR TWO OF TWO**

**Vito A. Gagliardi, Sr.  
Commissioner of Education**

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Acting Assistant Commissioner  
Division of Academic and Career Standards**

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Office of Standards and Professional Development**

**December 2001**

**Application Due Date: February 19, 2002**

**NEW JERSEY DEPARTMENT OF EDUCATION  
P.O. Box 500  
Trenton, NJ 08625-0500**

**<http://www.state.nj.us/education>**

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## **SECTION 1: GRANT PROGRAM INFORMATION**

### **1.1 DESCRIPTION OF THE GRANT PROGRAM**

The purpose of the Dwight D. Eisenhower Professional Development Program is to provide sustained, intensive, high-quality professional development to new and current teachers, administrators and other school personnel from individual schools or Local Education Agencies (LEAs), as well as student teachers in teacher preparation programs so that the quality of teaching and learning of all students is improved. Eisenhower grants will allow institutions of higher education, schools of education, and/or educational nonprofit organizations, in partnership with LEAs, to determine how best to improve professional preparation and development for prospective and current teachers to assist students in meeting the state's Core Curriculum Content Standards and the state's student performance standards. The program activities must be aligned with the state's *Standards For Required Professional Development For Teachers (N.J.A.C.6:11-13)*, Core Curriculum Content Standards and the state's student performance standards. This Notice of Grant Opportunity (NGO) is for Year Two of the Eisenhower Professional Development Higher Education Grant Program, with the second project period beginning September 1, 2002 and ending August 31, 2003.

Reaching the National Education Goals, particularly the third, fourth, and fifth Goals, requires a comprehensive reform strategy that involves parents, schools, government, communities, and other public and private organizations at all levels. Research studies have shown that sustained, intensive, high-quality professional development must be focused on teaching and learning in order to improve the opportunities of all students to achieve higher standards. This requires that professional development must: (1) be based upon discipline-based content knowledge and effective subject-specific pedagogical skills, involving teams of teachers, school administrators, pupil services personnel, parents, higher education, and the community; 2) be interactive and collaborative, built on experience and learning-by-doing, and become incorporated into the everyday life of the school; 3) include time for teachers to learn new and innovative strategies to teach to high standards; 4) be sustained, and on-going over the course of the year, driven by a coherent two-year plan; and 5) be intensive so that it ensures depth of content knowledge.

The NJDE fully supports the principle on which the federal Dwight D. Eisenhower Professional Development Program as enacted by the Improving America's Schools Act of 1994; that Eisenhower-assisted activities should be designed to improve teacher practice and ultimately, student performance. The law also places particular emphasis on serving teachers in schools with high poverty rates and the program supports systemic education reform and deeper learning among teachers. The Dwight D. Eisenhower Professional Development Program enhances the state's standards for professional development by providing funds to implement professional development activities that complement both the needs of the educator and the goals and objectives of the school district.

The Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Improving America's Schools Act (IASA) of 1994, requires every state that receives funds under

Title II, Part B (Dwight D. Eisenhower Professional Development Program) to “set specific performance indicators for professional development.” The U.S. Department of Education (USDOE) has prepared a national Eisenhower Professional Development Program performance plan containing objectives and indicators to assess the effectiveness of each state’s program.

This mandate is under the auspices of the Government Performance and Results Act of 1993 (GPRA). GPRA requires the USDOE and other federal agencies to prepare plans from which Congress and the public will be able to determine whether federal programs are working effectively. The USDOE can best meet its responsibility under GPRA, if states and school districts align some of their own objectives with USDOE’s objectives and indicators. Therefore, to have national reporting consistency, the following goals will be used to evaluate the Dwight D. Eisenhower Professional Development Program:

- To improve the knowledge, skills and classroom instruction in the core curriculum content standards of participating teachers by engaging them in sustained and intensive high-quality professional development. Eisenhower-assisted professional development activities must be aligned with the Core Curriculum Content Standards and the New Jersey Professional Development Standards for Teachers;
- To train certified experienced teachers as mentors to novice teachers who have not yet completed two years of teaching under a standard state teaching certificate in their local schools. As a result, novice teachers will increase their knowledge of the core curriculum content areas and develop innovative and effective teaching strategies. Novice teachers will also develop competency in curriculum design, student assessment, classroom management, student development, and school policy. Finally the trained mentors will familiarize novice teachers with the responsibilities of teaching and the culture of the schools in which they teach;
- To engage preservice teachers enrolled in teacher education programs in sustained and intensive high-quality professional development that will prepare them to teach to the Core Curriculum Content Standards;
- To train participating teachers to become proficient in the use of educational technology and to become part of the on-line networking infrastructure in the state; and
- To recruit teachers who teach in high and very high poverty schools and/or the Abbott districts to participate in Eisenhower-assisted professional development activities. (High and very high poverty are defined by the state’s Title I Schoolwide Schools classification information.)

As part of the subgrant process, applicants will describe the comprehensive professional development plan for Year Two that is consistent with the two-year plan described in the Year One application and is a continuation of the professional development program implemented in Year One. This plan will provide the conceptual framework for the implementation of the above goals and for all proposed objectives and activities for the second year, September 1, 2002 –

August 31, 2003, as well as describe results and changes for the school districts and the learning environment.

## **1.2 ELIGIBILITY TO APPLY**

Since this NGO pertains to the second year of a two-year Eisenhower Higher Education grant program, only Year One award recipients are eligible to apply for Year Two funding.

The eligible institutions are listed below:

- Fairleigh Dickinson University
- Middlesex County College
- New Jersey City University
- Princeton University
- Rutgers University
- Salem Community College

Partnerships must continue to be established with a minimum of three LEAs , two of which must be Abbott districts (Appendix A) and/or Title 1 high or very high poverty schools (Appendix B). Partnerships may continue with LEAs whose high/very high poverty status may have changed to medium or low poverty since last year.

Applications must include documentation of collaboration for each of the continuing partner LEAs and partner institutions. A Documentation of Collaboration form can be found at the end of this NGO. A list of the partner agencies can be found in section 2.1.

## **1.3 STATUTORY/REGULATORY SOURCE AND FUNDING**

The applicant's project must continue to be implemented in conformance with all applicable state and federal regulations. The Dwight D. Eisenhower Professional Development Program is 100% federally funded under Title II, Part B of the Improving America's Schools Act of 1994, P.L., 103-382. Grantees are required to comply with the Education Department Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 80, 81, 82, 85, and 86.

As a result of this Year Two continuation NGO, there will be approximately \$1,483,800 in federal funding available for distribution to the six eligible grantees listed above. The six eligible grantees will be funded at a maximum award of \$247,300. The state whole grant agreement period will be from September 1, 2002 to August 31, 2003. The primary funds of the Eisenhower program are for professional development in mathematics and science.

According to the funding allocation, **no less than** \$185,475, 75% of the maximum grant award, must be designated for mathematics and/or science professional development activities and **no more than** \$61,825, 25% of the maximum grant award, may be designated for professional development activities in the other core content areas, such as visual and performing arts, language arts literacy, social studies, world languages, health and physical education. Grantees will be required to identify funds requested for the two main instructional components: 1) the

proposed mathematics and science activities; and 2) the proposed other core subject activities on the Budget Detail forms. Eligible grantees will be subject to all requirements set forth in this NGO and the Eisenhower statute.

Final awards are subject to the availability of Dwight D. Eisenhower Professional Development federal funds.

#### **1.4 DISSEMINATION OF THIS NOTICE**

The Office of Standards and Professional Development will make this notice available to all eligible agencies identified in Section 1, subsection 1.2 and to the county superintendents in which the eligible agencies are located. **Important:** This NGO does **not** constitute the complete application package. All applicants **must** use this NGO in combination with the Discretionary Grant Application (DGA), which contains required guidance, application forms and instructions, necessary to prepare a complete application.

The DGA is available on the NJDE website at: [www.state.nj.us/njded/grants/discretionary/index.html](http://www.state.nj.us/njded/grants/discretionary/index.html) or by contacting the Application Control Center at the New Jersey Department of Education, Riverview Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 777-1051.

Additional, copies of the NGO are also available on the NJDE website (above) or by contacting the Office of Standards and Professional Development at the New Jersey Department of Education, Riverview Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 984-6031; fax (609) 292-7276.

#### **1.5 TECHNICAL ASSISTANCE**

The Technical Assistance Workshop will be held: Tuesday, January 8, 2002 from 9 a.m. to 12 p.m. in the 3rd floor, Conference Room, NJDE, 100 River View Plaza, Trenton, NJ. The purpose of technical assistance for second-year grant programs is the continual refinement and improvement of the grantee's program design.

Pre-registration is required by Friday, December 21, 2001. Please call Iris Nagler at (609)984-6031 to register. Registrants requiring special accommodations for the Technical Assistance Workshop should identify their needs at the time of registration.

#### **1.6 APPLICATION SUBMISSION**

The Department of Education operates discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds, and therefore, will not **accept late applications**.

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must **receive** an original and four copies of the complete application **NO LATER THAN 4:00 P.M. ON February 19, 2002**. **Without exception**, the ACC will not accept, and



the Office of Grants Management and Development cannot evaluate for funding consideration, an application received after this deadline. An applicant agency will lose the opportunity to be considered eligible for an award if its application is received after the due date.

The original and four (4) copies of the application must be mailed or delivered to:

**Application Control Center**  
New Jersey Department of Education  
River View Executive Plaza, Building 100  
P.O. Box 500  
Trenton, NJ 08625-0500

Applicants are encouraged to either:

- hand deliver the application to the address above which is located next to Mercer County Waterfront Park, on Route 29 in Trenton, between the hours of 8:30 a.m. and 4:00 p.m., Monday through Friday (excluding state holidays) obtain a dated receipt; or
- send the application by Certified Mail, Return Receipt Requested; or
- arrange for delivery by an overnight delivery service to ensure timely delivery of the application.

Postmarks are not acceptable evidence of timely submission. Receipt by the due date and time is required. Applicants are encouraged to obtain receipt or to sign in upon delivery to verify DOE receipt. Complete applications are those that include all elements listed in Section 3.3, “Application Component Checklist”, of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for evaluation. The Department of Education reserves the right to reject any application not in conformance with the requirements of this NGO.

**Applications submitted by fax cannot be accepted under any circumstances.**

## **1.7 REPORTING REQUIREMENTS**

Grant recipients are required to submit periodic project and fiscal progress reports (for additional information about post-award requirements see the *Grant Recipient’s Manual for Discretionary Grants* at [www.state.nj.us/njded/grants/discretionary/index.html](http://www.state.nj.us/njded/grants/discretionary/index.html) documenting grant-related activities relevant to the current agreement period of the two-year grant program. The reports will be reviewed to ascertain the degree of the grantee’s progress within the scope of work appropriate to the current agreement period, and its conformance with program regulations and enabling legislation. At the end of each grant award period, grantees will also be required to submit the data outcome of the project performance indicators as well as demographic data on project activities and participating teachers to evaluate and measure progress on the mandated goals and objectives. The performance indicator data and the demographic data will be compiled

into the department's Consolidated Report and submitted to U.S. Department of Education. The forms will be sent under separate cover at the beginning of each contract period.

In each agreement period, the grantee is expected to complete all of the Eisenhower program requirements and to make satisfactory progress toward the completion of the comprehensive two-year plan. Failure to do so may result in the withdrawal by the Department of Education of certification of the contractor's eligibility for continuation funding.

Reports for this program will be due as follows:

<u>Report</u>	<u>Reporting Period</u>	<u>Due Date</u>
1 <sup>st</sup> Interim	9/1/02-11/30/02	12/13/02
2 <sup>nd</sup> Interim	9/1/02-2/28/03	3/14/03
3 <sup>rd</sup> Interim	9/1/02-5/31/03	6/13/03
Final	9/1/02-8/31/03	10/31/03

## **1.8 ASSESSMENT OF STATEWIDE PROGRAM RESULTS**

The Eisenhower Professional Development Program supports the department's priorities for improving the knowledge and skills of teachers through ongoing and sustained professional development endeavors in mathematics, science and the other core subjects to help all students achieve high academic standards.

All projects that receive Eisenhower Professional Development funding must comply with state and federal evaluations. The Department of Education will summarize agency data submitted in the quarterly project and fiscal reports. The data will be analyzed to identify areas of strengths, weaknesses, and progress toward anticipated outcomes or outcome results.

As a result of the second year of funding, grantees will demonstrate the professional development of participants in the following: 1) an increase in their knowledge and skills in the content area(s); 2) improvement in classroom instruction in the content area(s); 3) an increase of mentor teachers in the school districts; 4) engagement of preservice teachers in sustained, intensive, high-quality professional development in the Core Curriculum Content Standards; 5) teacher participation in the use of current technology and educational software to enhance instruction and learning; 6) formation of an electronic network for teachers in and outside the districts; and 7) an increase in the number of teacher participation from the Abbott districts and/or from high or very high-poverty schools.

To assess the outcomes of the Eisenhower program's goals and objectives a Performance Indicator Outcome Matrix will be transmitted to all Eisenhower grantees under separate cover at the beginning of the second agreement period. The program officer will meet with each grantee to discuss the matrix and clarify any questions they may have. In conjunction, with the Performance Indicator Outcome Matrix, an Annual Demographic Performance Data report form will also be transmitted. Both reports will be collected at the end of the second project period,

compiled into the department's Consolidated Report and submitted to the U.S. Department of Education. (See Section 2.1: PROJECT DESIGN, below on assessing the Eisenhower program's goals and objectives.)

## SECTION 2: PROJECT GUIDELINES

The intent of this section is to provide the applicant with the program framework within which it will plan, design, and develop the proposed second year of the project to meet the purpose of this grant program. Before preparing the application, applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the state's vision and purpose for offering the program. Additionally, the information contained in Section 2 will complete the applicant's understanding of the specific considerations and requirements that are to be considered and/or addressed in their project. The eligible applicants should also review plans for Year 2 that were described in the Year 1 application to ensure continuity and logical progression from the first to the second year.

When developing an application, the agency **must** use the **Discretionary Grant Application (DGA)**. The DGA contains the requirements, forms and instructions applicable to all grant programs. The application selection process is based upon conformance with the application requirements contained in the DGA and the project specific information contained in Section 2 and 3 of this NGO.

### 2.1 PROJECT DESIGN

The eligible applicant institutions will continue their professional development planning and activities with the following partnered schools, LEAs and/or institutions of higher education, whose partnerships were established in Year One of this project:

#### **Fairleigh Dickenson University**

Jersey City Public Schools  
Garfield Public Schools  
West New York Public Schools  
Plainfield Public Schools  
Hackensack Public Schools  
Teaneck Public Schools  
Chatham Public Schools  
Palisades Park Public Schools

#### **Middlesex County College**

Institutions of Higher Education  
Atlantic Cape Community College  
Camden County College  
Mercer County Community College  
Ocean County College  
Raritan Valley Community College  
Montclair State University  
Kean University

#### **New Jersey City University**

Newark Public Schools  
Jersey City Public Schools  
Perth Amboy Public Schools

#### **Princeton University**

Institutions of Higher Education  
Program for Teacher Education  
Environmental Institute  
Plasma Physics Laboratory  
Education Resources Group  
School Districts  
Burlington City  
Florence Twp  
Trenton  
Mercer County ETTC

### School Districts

Bound Brook	Lakewood Twp	Point Pleasant Boro
Camden	Manchester Twp	Point Pleasant Beach
Carteret	Middlesex Co. Voc.	Southern Regional
Gloucester City	North Plainfield	Toms River
Greater Egg Harbor	Perth Amboy	Trenton
Lacey Twp	Pinelands Regional	Upper Township

### **Rutgers University**

Kenilworth Public Schools  
New Brunswick Public Schools  
Perth Amboy Public Schools  
Plainfield Public Schools

### **Salem Community College**

Penns Grove-Carneys Point Public Schools  
Paulsboro Public Schools  
Salem City Public Schools

Applications must include documentation of collaboration for each of the continuing partner LEAs and partner institutions listed above. Alteration to the original partnerships of collaborating districts must be justified in the application narrative and is subject to DOE approval.

Partnership means that the entity shall participate with the applicant in the preparation of the Eisenhower Professional Development Grant Program application and that both the applicant and the collaborating entity shall participate in the implementation of the two-year plan and program activity contained therein. Participating nonprofit organizations must also submit their IRS 501© 3 non profit status letter.

The Eisenhower Professional Development Program was enacted in 1994 as part of the Improving America's School Act. In reauthorizing the Elementary and Secondary Education Act (ESEA), Congress concluded that reaching the National Education Goals requires sustained and intensive high-quality professional development as a component of a reform strategy—essentially, to provide professional development in teaching and learning skills to teachers so that they are able to prepare all students to achieve high standards of learning and development.

With the implementation of New Jersey's Core Curriculum Content Standards and the required 100 hours of professional development, the state will assure that all teachers are upgrading their skills and knowledge so that they help all students reach the standards. The higher education portion of the Dwight D. Eisenhower Professional Development Program seeks to engage institutions of higher education, schools of education and/or educational non-profit organizations, such as museums, in developing with LEAs a two-year comprehensive professional development plan that provides a thorough grounding in the content area and corresponding pedagogical practices. The Eisenhower Professional Development Program makes a firm commitment to high standards and to improving teacher quality that will ensure high-quality instruction for all children. As a result, the state's Eisenhower goals and objectives are in alignment with the federal Dwight D. Eisenhower Professional Development Program goals and objectives. To assess the outcomes of the Eisenhower program goals and objectives, a Performance Indicator Outcome Matrix is transmitted to each grantee at the beginning of the agreement period. The program officer then will meet with each grantee to discuss the reliability

and validity of the data instruments assigned to measure results on each performance indicator. At the end of the agreement period, the performance indicator results are collected and compiled into the department's Consolidated Report and submitted to U.S. Department of Education. (See Section 1.8: ASSESSMENT OF STATEWIDE PROGRAM RESULTS on page 6.) The specific mandated goals, objectives and performance indicators are as follows:

### **Goal One**

To improve the knowledge and skills and classroom instruction in the core curriculum content standards of participating teachers by engaging them in sustained, intensive high-quality professional development. Eisenhower-assisted professional development activities must be aligned with the Core Curriculum Content Standards and the New Jersey Professional Development Standards for Teachers.

Objective 1: Develop and implement professional development activities that are sustained, intensive, and high-quality.

#### *Indicator 1.1 Sustained and Intensive*

By 2003, over 95 percent of teachers participating in higher education Eisenhower-assisted activities will participate in activities that extend over the school year and not consist of single, unconnected events or two-day conferences.

Objective 2: Implement high-quality professional development activities aligned with state content and student performance standards.

#### *Indicator 1.2 High-quality*

*By 2003, over 95 percent of teachers participating in higher education Eisenhower-assisted professional development activities will participate in activities that are aligned with high standards.*

Objective 3: Classroom instruction is improved through effective professional development.

#### *Indicator 1.3 Teachers' skills and classroom instruction*

By 2003, over 95 percent of teachers will show evidence that participation in higher education Eisenhower-assisted professional development activities have resulted in improvements in their knowledge, skills, and in classroom instruction.

### **Goal Two**

To train certified experienced teachers as mentors to novice teachers who have not completed two years of teaching under a standard state teaching certificate in their local schools. As a result, novice teachers will increase their competency in content knowledge development, innovative teaching strategies, curriculum design and assessment, classroom management, student development, school policy, and familiarity with the responsibilities of teaching and the culture of their school.

Objective 1: Mentor teachers are knowledgeable and will provide in-depth, content-based pedagogy support and guidance to novice teachers in the core curriculum content standards to facilitate student achievement.

*Indicator 1.1*

By the year 2003, 50 percent of mentor teachers participating in Eisenhower-assisted activities will provide to novice teachers strategies for developing exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching to the Core Curriculum Content Standards.

Objective 2: Mentor teachers will assist in the retention of novice teachers by providing support and guidance to help smooth the new teachers' transition from beginners to experienced professionals.

*Indicator 2.2*

By the year 2003, 50 percent of mentor teachers participating in Eisenhower-assisted activities will assist novice teachers in the performance of their duties and adjustment to the challenges of teaching.

**Goal Three**

To engage pre-service teachers enrolled in teacher education programs in sustained, intensive, high-quality professional development that will prepare them to teach to the Core Curriculum Content Standards.

Objective 1: Develop and implement pre-service professional development activities that are sustained, intensive and high-quality.

*Indicator. 1.1 Sustained and Intensive*

By the year 2003, 95 percent of a representative sample of pre-service teachers participating in higher education Eisenhower-assisted activities will be engaged in professional development activities that extend over the school year and that will expose them to actual classroom teaching and management, master teachers, and innovative teaching strategies.

Objective 2: Implement high-quality professional development activities aligned with state content and student performance standards.

*Indicator 2.1 High-quality*

By 2003, 95 percent of a representative sample of pre-service teachers will participate in higher education Eisenhower-assisted activities aligned to high standards thereby increasing their abilities to teach to the content standards.

## **Goal Four**

To engage participating teachers in professional development activities that will result in their proficiency in the use of educational technology and in being part of the on-line networking infrastructure through professional development.

Objective 1: Prepare teachers to become proficient in the use of educational technology and to become part of the on-line network's infrastructure.

### **Indicator 1.1**

By the year 2003, 75 percent of teachers participating in higher education Eisenhower-assisted professional development activities will demonstrate proficiency in the use of current educational technology and software to enhance instruction.

### **Indicator 1.2**

By the year 2003, 75 percent of LEAs and partnering schools in higher education Eisenhower-assisted professional development activities will establish electronic networks connecting teachers within schools, as well as, teachers across districts.

## **Goal Five**

Increase, through recruitment, the numbers of teachers from high and very high poverty schools, as well as from Abbott districts, who are participating in Eisenhower-assisted professional development activities.

Objective 1: An increased number of teachers who teach in the high and very high poverty schools and/or designated Abbott districts will participate in Eisenhower-assisted professional development activities.

### **Indicator 1.1 High and very high poverty schools**

By the year 2003, 75 percent of teachers participating in higher education Eisenhower-assisted professional development activities will be from high and very high poverty schools.

Applicants who are awarded an Eisenhower grant will be required to be registered as a professional development provider with the department of education.

## **PROJECT UPDATE**

Eligible applicants will be required to provide a report on progress made to date in the implementation of the approved two-year project plan. In this section the applicant may propose any enhancements or improvements to the project in the upcoming agreement period and clarify the ways in which such refinements will support the achievement of the approved two-year plan. All such enhancements or improvements must be consistent with the approved two-year project plan. In this section, the applicant will:

- Identify the key activities that will be undertaken in year two;



- Describe any unanticipated outcomes (positive and/or negative) resulting from the implementation of the program plan and the program requirements in year one;
- Identify any unforeseen obstacles or challenges that may have had an impact upon desired progress to date toward achievement of the goals and objectives, program requirements, budget, etc. for the current contract period. Describe actions taken to address those obstacles or challenges and the outcomes of those efforts. Specifically, 1) evaluating the professional development of teachers in increasing their knowledge and skills in the content area(s) and as a result their impact on classroom instruction; and 2) recruiting teacher participation from high or very high poverty schools;
- Describe any plans for strengthening, enhancing or clarifying the approved two-year plan in the upcoming contract year through additional or revised program activities; and
- Describe how the applicant will build upon the successes of the current contract year in support of the achievement of the approved two-year plan for the second and final year.

The project plan for year two must demonstrate that it will continue to meet the **mandated goals and objectives** required by Eisenhower Professional Development Program that are articulated in Section 2, subsection 2.1 above. Under the Program Plan, describe the specific Dwight D. Eisenhower Professional Development Program requirements as follows:

- Professional development activities must be aligned to the state's *Standards For Required Professional Development for Teachers*, the Core Curriculum Content Standards, and student performance standards and assessment;
- Professional development activities should be integrated with other federal, state, or local, professional development reform efforts;
- Professional development activities should extend over the school year and not consist of one-day content workshops or conferences. They should include the total number of contact hours and content focus. Emphasis should be on standards-based instructional strategies described as effective in current literature such as: inquiry-based; process-oriented; problem-solving; hands-on approaches; integrated instruction; collaborative teaching-learning environment; multiple measures of assessment; assessment systems linking teacher performance and student learning; team teaching comprised of master/novice teachers sharing responsibility for planning, analysis, and instruction; and clinical experiences that encourage reflection, and project-based instruction;
- Follow-up activities should be designed to ensure that the knowledge and skills learned are implemented in the classroom;
- Models for district-based professional development that can demonstrate the impact of professional development on student achievement must be developed and shared. Such

models should show clearly the relationship between professional development and student activities;

- Professional development activities must take into account the need for greater access to students from historically underrepresented groups, including females, and minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities, by incorporating strategies and techniques which meet such individuals' educational needs; and
- Collaboration of professional development activities must take place between department chairs or deans with schools of education to ensure pedagogical soundness of the content areas.

## **2.2 BUDGET DESIGN**

A well-considered budget is one that implements cost-effective approaches to the development and delivery of programs and services. Commitment of in-house resources is strongly encouraged.

For each staff member whose duties include both administration and direct services, provide a job description which includes the percentage of time spent on each task or responsibility.

Applicants will be required to identify the specific use of costs associated with activities for mathematics and science and costs associated with activities for the other core subjects by highlighting in bold expenditures related to mathematics and science activities.

### **Maximum Eligible Costs:**

**Faculty salary/release time:** Reimbursement for faculty release time will be provided on the basis of reduced course work, at the rate of up to \$2,500 per credit, up to a maximum of \$30,000 (the equivalent of 12 credits) per semester. Reimbursement for release time from an institution for persons who provide lectures or other educational services for the project will be provided only if their contribution is the equivalent of one credit (15 hours) or more.

**Non-faculty salary/release time:** Non faculty personnel will be reimbursed at a rate less than or equal to that of faculty; i.e., \$60,000 is the maximum reimbursement for a person working full-time on a project for two semesters; \$30,000 is the maximum for a person working half-time on a project for two semesters, etc.

Clerical/support personnel salaries and wages: **Salaries will be considered only in those instances where existing staff will not be adequate.**

**Stipends for teachers:** Institutions and nonprofit agencies are encouraged to seek funding for stipends from sources other than this grant program for K-12 teachers participating in grant program projects. In any case, the grant program's contribution for teacher's stipends will be \$600 for each participant who completes the professional development training, regardless of

whether or not funds are available from other sources. Additional compensation of \$600 will be allowed for each participant involved as a turnkey trainer, a lead teacher, and or a mentoring teacher.

**Consultant services:** Excluding expenses, a consultant can be paid up to \$3,000 in one fiscal year. Consultant expenses should be calculated according to the state regulations governing travel and lodging expenses. Overnight room charges may not exceed \$75 per night and meals may be reimbursed at \$36 total per day. Travel should employ the most economical means possible. Travel by private automobile may be reimbursed at \$.31 per mile.

**Travel:** Travel expense reimbursement is limited to the agency-approved rate per mile. Other travel arrangements should be made by the least expensive means available.

**Instructional equipment:** Purchase of equipment will be considered only if the equipment is essential to the program and will be used primarily and extensively by participating LEAs. The institution/nonprofit agency should consider allowing the LEAs continued use of the equipment after the project has ended.

**Software:** Pricing should reflect standard educational and/or volume discounts and should not be based on manufacturer's suggested list prices. Project plans for the use of software must comply with copyright laws.

**Other instructional materials:** Library and other materials directly related to instructional and other objectives of the specific project can be supported if fully justified.

**Indirect costs:** Indirect costs are allowable with documentation of a federally approved indirect cost rate. Eight percent of the modified total direct cost for the project (total direct costs minus equipment and sub-grants) is the maximum allowed.

Refer to the *DGA, page 17 – Form F*, for more information on requesting indirect costs. However, institutions are strongly encouraged to maximize the use of grant funds for direct services.

**Dissemination efforts:** Funding may be requested to support dissemination of the project's results in the form of print and non print publications and in the form of in-state faculty and participant presentations. Funding out-of-state dissemination efforts will only be considered when fully justified. **All materials, publications, and announcements developed and disseminated as program activity must be acknowledged as supported by the federal Dwight D. Eisenhower Professional Development Program.**

## INELIGIBLE COSTS

Applicants may not expend funds for the following purposes:

- Costs associated with writing the application;

- To support the research of individual scholars or faculty members;
- To support faculty leave. The support of release time for faculty to participate in the project is permissible as described under Maximum Eligible Costs;
- To provide funding for academic year salaries of current employees of the recipient institution submitting a proposal; (Institutions/nonprofit agencies will be reimbursed for such services only on a release-time basis.)
- To provide stipends for faculty attending workshops or conferences; (Stipends will not be paid for persons other than stipulated under eligible costs.)
- To support travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project;
- Costs that are not directly related to the educational program and that are unsupported by the NGO;
- To pay tuition costs, either of project participants or graduate students staffing a project;
- To purchase non-instructional equipment; and
- Entertainment; (Excludes meals for professional development workshops and institute training sessions.)

## SECTION 3: COMPLETING THE APPLICATION

### 3.1 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, you must prepare and submit a complete application. Your application will be a response to the state vision as articulated in Section 1: Grant Program Information of this NGO. It will be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. Your application package must also be constructed in accordance with the guidance, instructions and forms found **only** in the DGA. You **must** use the DGA in combination with this NGO to prepare a complete application.

### 3.2 REVIEW OF YEAR TWO APPLICATION

Department staff will review each continuation grant application on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the Year One NGO. Applications will also be reviewed for completeness, accuracy and appropriateness of response to each of the items identified in Section 2.

### 3.3 APPLICATION COMPONENT CHECKLIST

The following forms are required (see *Required ✓ Column*) to be included as part of your application. Failure to include a required form may result in your application being removed from consideration for funding. Use the checklist (see *Included ✓ Column*) to ensure that all required forms are included in your application.

(Note: The Application Title Page and all special forms are attached to the NGO. All other forms are part of the Discretionary Grant Application and can be downloaded from the Internet at [www.state.nj.us/njded/grants/discretionary/index.html](http://www.state.nj.us/njded/grants/discretionary/index.html))

Required	Location	Form	Included
✓	NGO	Application Title Page	
✓	NGO	Documentation of Eligibility (Collaboration)	
✓	DGA	Board Resolution to Apply	
✓	DGA	Statement of Assurances	
✓	DGA	Project Abstract (Update)	
	DGA	Statement of Need	
✓	DGA	Project Description	
✓	DGA	Goals, Objectives and Indicators	
✓	DGA	Project Activity Plan	
		Organizational Commitment and Capacity	
✓	DGA*	Budget Form A: Full-Time and Part-Time Salaries	
✓	DGA*	Budget Form B: Personal Services-Employee Benefits	
✓	DGA*	Budget Form C: Purchased Professional/Technical Services	

✓	DGA *	Budget Form D: Supplies and Materials	
✓	DGA *	Budget Form E: Equipment	
✓	DGA *	Budget Form F: Other Costs	
✓	DGA *	Subgrant Budget Summary	
✓	DGA	Application for Funds – Budget Summary	
	DGA	Matching Funds Summary and Expenditure Report	

\*Budget Forms required if applicable budget items are being requested.

**DOCUMENTATION OF COLLABORATION  
YEAR TWO**

Lead Agency \_\_\_\_\_

This document is to be signed and included with the application submitted by the applicants as evidence of the collaboration between the applicant and the entity(ies) with which the applicant has and will collaborate in the planning and implementation of the Eisenhower Professional Development Program described in the application. The statement must be signed by the chief executive officer of the LEA(s) with which the applicant is collaborating.

I, \_\_\_\_\_ certify that a designated representative of

\_\_\_\_\_ collaborated in the development of this  
(Name of Partner Agency)

application, and furthermore I attest that \_\_\_\_\_

agrees to participate in the activities of the proposed Eisenhower Professional Development Program as described in the application.

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name, Please Print) (Date)